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ABSTRACT

The booklet describes the services of the Special Education Resource Center in Jefferson County (Colorado) Public Schools. Among service components reviewed are educational programming, information services, materials and equipment information, and training programs for personnel other than special educators. (CL)

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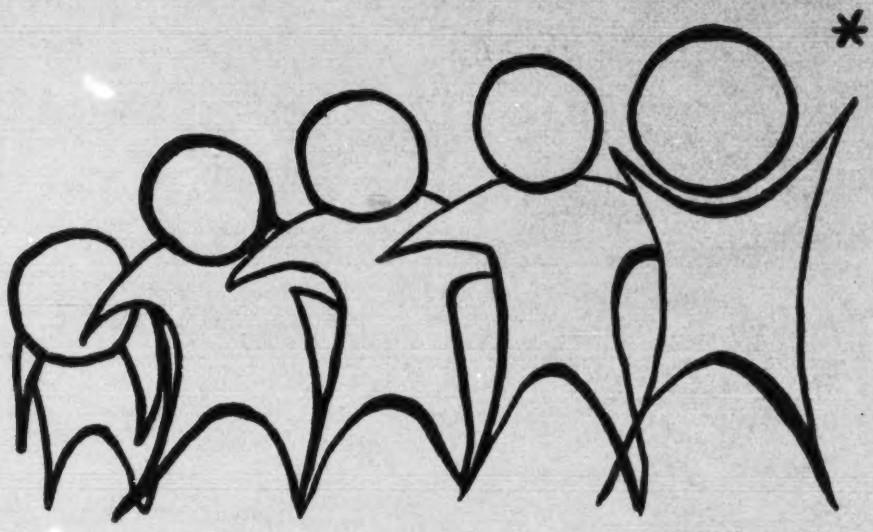
JEFFERSON COUNTY PUBLIC SCHOOLS

SPECIAL EDUCATION RESOURCE CENTER



*If there is any single trait that marks the character of special educators, it is the desire to see children blossom at a metamorphic pace. Those of you who noticed our child symbol may have noticed it is animated to portray such a metamorphis. If the wishes of educators alone release the sunburst of each small heart, then learning would perhaps flow like a dance as it does in the symbol. But most of the time it does not; more often we are engaged in a constant choreography of learning activities that require access to the language, objects and technology of our culture.

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Special Education Resource Center

JEFFERSON COUNTY SCHOOL DISTRICT R-1
809 Quail Street
Lakewood, Colorado 80215

Special Education Resource Center

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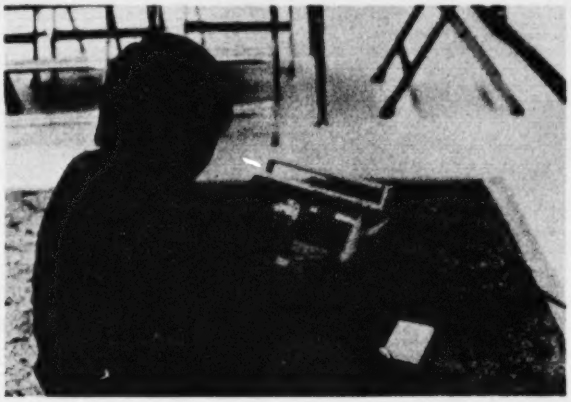
Child-Centered Needs

Our major responsibility as educators is to understand how children learn and to provide or develop the necessary resources to facilitate their learning processes. As we further our knowledge in special education, we become more aware of the variety of child needs.

As special educators, we are now looking at the learning process of individual children, not the labels of a handicapping condition. Each child's educational needs are individual. Children with handicapping conditions have even more specific needs. Handicapped children need improved methods and materials for their instructional programs.

Handicapped children need the advantage of prescriptive programming at all levels and in all areas of learning. An individual prescriptive program should be developed for each child meeting his individual educational needs. Children with special problems need individualized educational resources.

Handicapped children need resourceful, well-trained teachers who have not only materials, but also human expertise available to them.

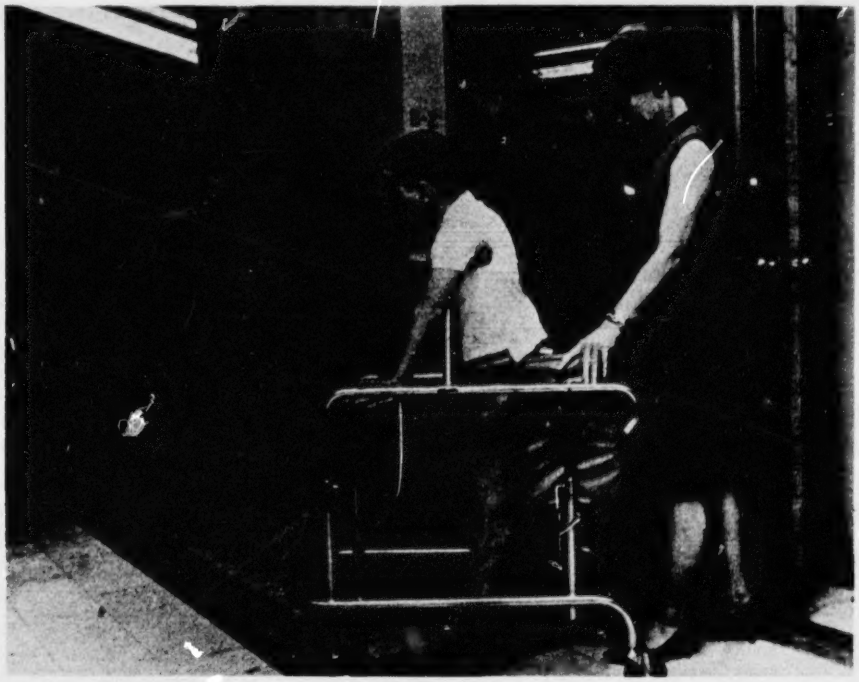


"EACH CHILD'S EDUCATIONAL NEEDS ARE UNIQUE."

Personnel-Centered Needs

The ultimate purpose of developing an instructional resource center is to provide as soon as feasible, an entire spectrum of services to 100% of the teachers and specialized personnel serving the handicapped, and in the course of this process, to also provide services to regular classroom teachers who have handicapped children assigned to them for instruction. These services must include both human and non-human resources which support programs that enhance the development and maintenance of the learning processes of all handicapped children.

As part of the effort to develop outstanding instructional resource services for handicapped children, personnel who provide direct services to children are a major concern and function of the Special Education Resource Center. The resource center staff, special education and special services personnel must work together to provide the instructional resources necessary for an individual student with special needs.



"THE PHILOSOPHY OF THE SPECIAL EDUCATION RESOURCE CENTER IS TO PROVIDE SUPPORT SERVICES TO THE PERSONNEL SERVING HANDICAPPED CHILDREN."

The Special Education Resource Center was developed on the premise that the best way to serve children is to provide educational support services directly to personnel who are responsible for changing and supporting a child's behavior, growth, and progress. When we speak of our service delivery system, we are talking about getting products to persons who work with children with handicapping conditions. Products mean a variety of things needed by administrators, teachers, support personnel, parents and students.

The Special Education Resource Center is in the Jefferson County Public Schools, a large suburban metropolitan school district located west of Denver, Colorado. The school population consists of nearly 80,000 students, with approximately 16% of the total population requiring special education or special services.

The Special Education Resource Center supports the personnel within this district by providing both human and non-human resources to personnel serving handicapped children. Local professionals are requested to continue to provide input into the design, planning, and implementation of new services.

"LOCAL PROFESSIONALS ARE REQUESTED TO PROVIDE INPUT OF THEIR SERVICES."

"NON-HUMAN RESOURCES, SUCH AS BOOKS, SUPPORTING THE PERSONNEL THAT HAVE HANDICAPPED STUDENTS ASSIGNED TO THEM."

Components of the Service Delivery System

1. Educational Programming allows for inservice training to teachers of handicapped children in order to improve their skills in identifying, assessing, prescribing, providing and evaluating the special needs of children. The purpose of educational programming is to enable educators to know why, when, and how to modify curriculum and to utilize media and materials more effectively. This component allows for:

Consultant Conferences

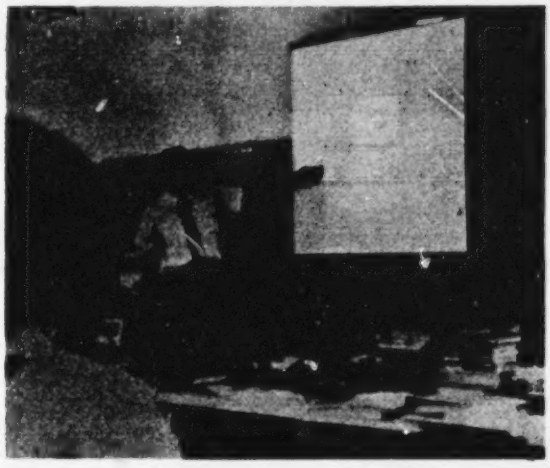
Teacher Workshops

Demonstrations

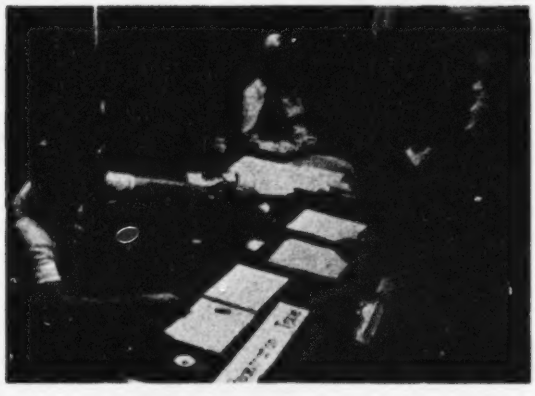
Inservice Training

Curriculum Committees

in order to respond to specific inquiries of specialized personnel as related to educational programming.



"MATERIALS DEMONSTRATIONS ARE PART OF THE PROJECT."



"REGISTRATION FOR A TEACHER'S WORKSHOP."

2. The Information Services component provides requested resource information to administrators, parents, teachers, paraprofessionals, and support personnel as related to the many facets of education. Such resources may be in the form of:

Research and reference materials available through the Special Education Resource Center.

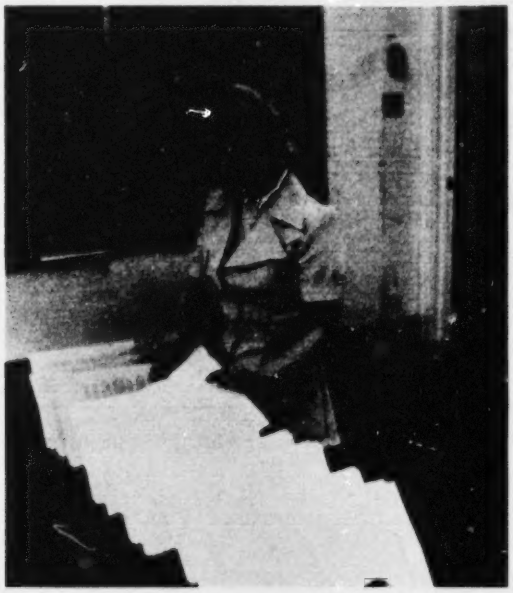
Films, filmstrips and tapes

Training packages

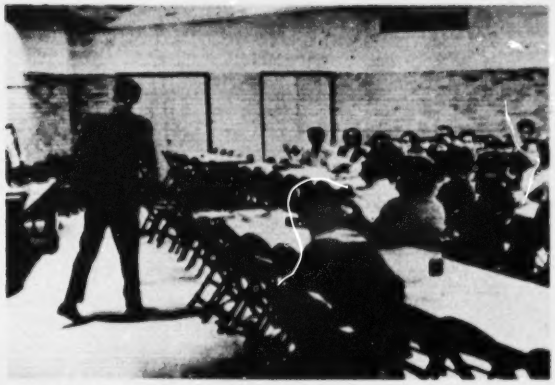
Pamphlets and brochures are also available for dissemination to all staff.

Information requested from Regional or Area Resource Centers, in the form of human and non-human services will be channeled through this component to meet local needs.

"FILMS AND TRAINING PACKAGES ARE AVAILABLE TO PROVIDE RESOURCE INFORMATION TO ALL STAFF."



"PAMPHLETS AND BROCHURES ARE ALSO AVAILABLE FOR DISSEMINATION TO ALL STAFF."



"PARENT EDUCATION PROGRAMS ARE PART OF THE PROJECT INITIATED BY ESEA TITLE III."

"VOLUNTEERS SERVE BY MAKING MATERIALS FOR HANDICAPPED STUDENTS AS WELL AS SERVING FOUR HOURS A WEEK IN THE CLASSROOM."

3. The Technical Competency Development component assures improved services for children with special needs by supporting individuals other than special educators working with children who have special needs. Their competencies are improved in the areas of educational programming, materials, equipment, information services and management practices. This is achieved primarily through inservice and pre-service training for regular teachers, administrators, support personnel, paraprofessionals, and parents. In addition, this includes training programs for aides and citizen volunteers.

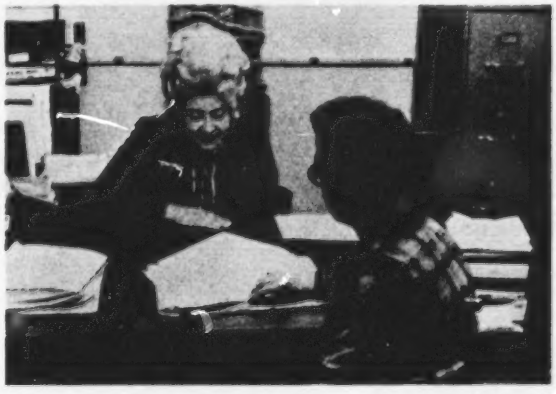
"TEACHERS REVIEW NEW MATERIALS AVAILABLE IN MEDIA AND MATERIAL FAIRS."

"____NOT ONLY THE WAREHOUSING AND DISSEMINATION OF MATERIALS."

4. The Materials and Equipment component includes the sharing, demonstrating, and evaluating of equipment and materials for handicapped children. This requires policies and procedures for selecting, ordering, cataloging, storing, disseminating and retrieving materials and equipment provided through the Special Education Resource Center to teachers of handicapped children; up-to-date reviews and reference catalogs of new materials and equipment is shared by all professional staff. Media and Material Fairs are offered twice a year.

"PRODUCTS MEAN A VARIETY OF THINGS NEEDED BY ADMINISTRATORS, TEACHERS, SUPPORT PERSONNEL, PARENTS, AND STUDENTS."

5. Management and Evaluation is most important in that it provides for on-going accountability in regard to coordination, communication and responsibility not only of center personnel, but also of personnel working with handicapped children in the delivery of human and non-human resources. Planning for new programs as determined by identified needs, assessments, defined objectives, strategy development, time, cost, implementation and evaluation are part of this final component. Accounting procedures for budget control are included under management and evaluation, as are the very important public relations efforts of alerting the community to the services of the Special Education Resource Center.



"ACCOUNTING PROCEDURES FOR BUDGET CONTROL ARE INCLUDED UNDER MANAGEMENT AND EVALUATION."

With these five components, an instructional resource center is able to design specific objectives to meet identified needs within the service area. As objectives are accomplished or redefined, and needs change, new objectives are defined; but the components remain the same in order to provide for systematic service delivery.

Utilizing the Special Education Resource Center concept, an educational structure has the opportunity to coordinate its efforts to support an integrative thrust for service delivery.

Examples of an integrative thrust can be seen in the Jefferson County Public Schools Special Education Resource Center Projects.

The Center is designed to help children by helping the people who are responsible for them. In order to realistically individualize child needs, we must begin to individualize the needs of personnel who work with them.

As the Jefferson County Public Schools move toward providing quality service for all children, it provides a systematic delivery system for professionals working with special children which will assist them in their major responsibility of understanding how children learn; and in providing or developing the necessary methods, techniques, materials and media to facilitate each child's individual educational needs.

"HANDICAPPED CHILDREN NEED IMPROVED METHODS AND MATERIALS IN THEIR EDUCATIONAL PROGRAMS."

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